Torbay's Strategy for Supporting Disadvantaged Children's Learning: Vision and Priorities 2018 to 2020

Contents

Foreword

Local area partners including Torbay Council have a strong belief in success for every child and have committed proactively to work together to achieve this.

Removing the gap between achievement of disadvantaged pupils and their peers is one of the highest priorities faced by policy makers in England. To begin to tackle the challenge of the attainment gap within Torbay, it requires us to understand it both in scale and nature, and better understand the factors that are most likely to help it close.

This strategy is brought to you to help mobilise effective practice across the diverse education system, reducing the variability in pupil outcomes we currently see and helping to increase consistency.

The Local Authority continue to have a meaningful role within the school led system as the Champion for all learners in Torbay. This strategy delivered and developed with partners exemplifies this approach and as Lead Member I look forward to working with you to deliver improved outcomes.

Thank you for your ongoing commitment and support.

Councillor Cindy Stocks

Lead Member for Children

Section 1

Our Vision and Strategic Aims

This strategy for **supporting disadvantaged children's learning** is a key element of the framework to deliver our vision for the children and young people in Torbay. Our ambition is to ensure that through greater collaboration, we can ensure children and young people are given the best start in life and can grow and prosper within safe families and communities that give them the best start for the future.

This strategy sets out the context for our approaches to meet the needs of vulnerable learners and significantly close achievement gaps. We aim to ensure there is a high quality range of support, and opportunities, to enable vulnerable learners to become confident individuals, effective communicators, successful and responsive citizens, to remain healthy and to achieve the educational and life outcomes which they deserve.

The strategy also aims to ensure that the full range of services and partners work together more coherently with Early Years and Childcare providers, schools, other educational settings, Public Health , CAMHS and the CCG to maximise the impact of available resources in further raising the attainment and improving the progress of the most vulnerable learners.

Defining vulnerable pupils

The Ofsted definition of disadvantaged learners is those learners who are currently eligible for free school meals, including those eligible in the past six years ('Ever-Six'), or pupils who are looked after and adopted from care. Also included are those children who qualify for Two Year Old Funding, providing 15 hours of free childcare per week, and those children who now qualify for the Early Years Pupil Premium funding, introduced in April 2015. There is a focus on children's development within early years in the Children's Trust Early Help strategy and also within the council's child poverty strategy.

The Children's Commissioner's Office identified seven broad categories of vulnerable children to provide an initial framework of what is meant by 'vulnerable'. The categories were neither an exhaustive list nor mutually exclusive but were intended as a starting point to stimulate further thinking. The seven types of vulnerability identified also tend to reflect distinct sources of data and so are useful in making the connection from conceptual groups to measurement. The seven starting categories are:

1. **Formal categories of children in care of the state** whether in care, or living in other forms of state provision such as offender institutions, residential special schools, mental health establishments or other forms of hospital

2. **Formal categories of need that may reflect family circumstances** such as children receiving Free School Meals or Children in Need, and asylum seeking children

3. **Categories of need that reflect features of child development** such as children in Pupil Referral Units or with Special Education Needs and Disability. These groups might also include wider categories such as children subject to assessment or supervision under the Children Act, children subject to court orders or in receipt of youth justice services and missing children

4. **Children who are in receipt of services following assessment** even if they do not have a formal status. For instance, those with a CAHMS service but with no formal diagnosis, those receiving prevention services through children's care, or youth justice, all of whom have been assessed by statutory agencies as vulnerable in some manner

5. **Informal types of vulnerability** that may be important to the practice of local agencies such as for example when a child is referred to CAMHS who does not reach the threshold required to access services but where unmet need and vulnerability may still exist, or a child identified as part of a family experiencing domestic violence and abuse

6. **Definitions relating to national policy such as 'troubled families' or 'just about managing' families**. This category will often relate closely to other categories and where children are identified as in need of support through such mechanisms they are in scope of this review

7. **Scientific and academic literature** on risk and resilience such as Sameroff (2005), Rutter (2012), and including tools and approaches such as the measurement of adverse childhood experiences (ACEs)

Identifying vulnerable pupils

A statistical indicator of pupils living in a challenging family and socio-economic environment in Torbay is pupils living in communities with a higher than average level of deprivation and pupils eligible for Free School Meals. Data shows that pupils from this group are more likely to:

- achieve poorer rates of progress and development at the Early Years Foundation Stage
- have Specialist Children's Services involvement
- be persistently absent or excluded from school
- be supported by the Troubled Families programme
- engage in offending and anti-social behaviour
- not achieve the expected standards at age 11
- not achieve 5 or more A* - C GCSEs (including English and Math)
- have poorer post 16 and 18 destinations
- become NEET (Not in Education, Employment or Training)

The experience of a single disadvantage can create difficulties for pupils and multiple disadvantages can often interact and exacerbate one another, leading to more harmful and costly outcomes for the pupil, the family, the school and society as a whole. The most vulnerable learners are those that span more than one of the 4 categories.

Schools need to be directed to quality assured toolkits that can help them to identify vulnerable children to ensure valuable resources are targeted at the correct group.

The educational landscape is changing rapidly and at the same time resources are reducing. At such times of change, often the most vulnerable children, young people and families are at the highest risk of poorer educational and life outcomes. The strategy aims, therefore, to support the development of robust partnerships, identify good practice and ensure the effective use of all available resources.

Good educational outcomes are vital to ensuring future life opportunities and outcomes. Evidence shows us that vulnerable and disadvantaged pupils have greater individual differences in academic performance than the wider population. Whilst there will be individual differences in cognitive abilities and personal attributes, a child's home background and environment, and the family's level of income, have a more powerful impact on life chances. It is the job of the education system to make more of a difference to counteracting the disadvantages some children face. This strategy focuses on four key factors which need to work together to mitigate the effect of such disadvantage and narrow educational achievement gaps.

The Pupil Premium –The National Context

There have been two national reviews on the impact of funding for vulnerable learners. These reports attempt to evidence the impact of this additional resource and explain these findings in relation to learner outcomes. Some of the key findings are given below.

House of Commons Committee of Public Accounts - Funding for disadvantaged pupils - September 2015

Since the introduction of the Pupil Premium in 2011, there is some evidence that the attainment gap between disadvantaged pupils and their peers has started to narrow. Headteachers have increased their focus on tackling this obdurate issue and there are many examples of schools using the Pupil Premium on interventions that work. Approximately 2 million (29%) children aged between 4 and 16 (of the 7 million children in publicly-funded schools in England) come from disadvantaged backgrounds. Such pupils tend to perform poorly in public examinations relative to other pupils. As poor academic performance is associated with lower wages and higher unemployment in adulthood, this 'attainment gap' for disadvantaged pupils is a key way in which poverty is transmitted from one generation to the next. Between 2011 and the end of 2015, the Department had distributed £6.0 billion of Pupil Premium funding to schools. Since the introduction of the Pupil Premium, the attainment gap has closed overall by 4.7 percentage points in Primary schools and by 1.6 percentage points in Secondary schools.

Schools have demonstrated the potential of the Pupil Premium, but it is not yet a success in every school. The attainment gap between disadvantaged pupils and their peers has narrowed since 2011 at both Primary and Secondary school level in Torbay, but the gap remains large and progress has been uneven across the county.

Too few schools have undertaken Pupil Premium Reviews, recommended by the DFE for schools that are not using the funding well. In order to support these reviews, it is important that schools who are effectively using the pupil premium, share their best practice.

Some children from disadvantaged backgrounds are starting school under-prepared and developing more slowly than their peers. Evidence shows that there may be more that can be done to tackle the impact of deprivation on a child's progress in the years before starting school. It will be important to monitor the impact of spending on the Early Years Pupil Premium, introduced in 2014-2015, worth up to £300 per child.

The Education Endowment Foundation reported to the Public Accounts Committee that research shows family engagement and family motivation is highly correlated with attainment at school. The National Audit Office similarly found that 91% of school leaders saw parental engagement as a barrier to closing the attainment gap of some disadvantaged pupils. However, only 57% of these leaders had an intervention in place to address this concern.

Some 64% of school leaders were now aware of and using the Foundation's toolkit to inform decisions about Pupil Premium funding. Many schools are found not to be using the Education Endowment Foundation's evidence toolkit effectively, for example not changing the way they use teaching assistants to help disadvantaged pupils in line with the Foundation's recommendations.

The Pupil Premium: Next Steps, Sutton Trust and Education Endowment Foundation, Report and Summit (July 2015) – Funding for disadvantaged pupils - September 2015

At a recent summit, The Sutton Trust and the Education Endowment Foundation (EEF)discussed the future of the Pupil Premium bringing together policy-makers, academics and the teaching profession to discuss how best to improve attainment for disadvantaged pupils and close the gap between them and their peers. The summit meeting considered a new report Pupil Premium: Next Steps which includes new polling on the use of the Pupil Premium, its impact and the methods used by schools to decide how to spend the funding, as well as a number of short essays written by some of the summit participants.

How are schools responding to the pupil premium?
Nationally, the number of school leaders who said they consider research evidence before taking spending decisions on the pupil premium has increased from 52% in 2012 to 64%. Many learn from what works in other schools (62%) and most are using past experience before deciding what approaches and programmes to adopt.

Primary school leaders across the UK also say they make use of the Sutton Trust/EEF Teaching and Learning Toolkit.

Legislative Framework
Despite a period of national transformation it is important to work within the current legislative framework, whilst being aware of the future.

Torbay has a statutory duty to promote high standards and the fulfilment of children and young people's potential. Under section 13A of the Education Act 1996 Local Authorities must:

- Promote high standards in schools and other providers
- Ensure fair access to opportunity for education and training
- Promote the fulfilment of learning potential

Key factors that influence children's development, progress and educational achievement:

Individual attributes, resilience and emotional well-being
Children and young people in good health, who are motivated, resilient and have positive emotional health and well-being tend to achieve well. Our focus, therefore, should be to give more priority to, and target resources for, the development of resilience and emotional well-being, in and out of school.

Children and young people who have faced adversity or trauma may have difficulties in achieving their potential. Increasing the resilience of all students and promoting a better understanding of mental well-being amongst professionals, parents, carers and young people can assist in understanding the barriers to learning.

Local Area Partners will support all schools to deliver programmes that improve well-being and resilience, and to identify and support children and young people who are experiencing difficulties. We recognise that services for children and young people that are focused on emotional well-being and mental health need to be more accessible and less stigmatising for young people to seek advice and support.

Parental influence, support and involvement

Children's first few years of life, parental attachment and the development of language and social skills are critical for school readiness. The home environment in the early years, and good quality childcare, can help children develop well for school expectations and engagement in learning. Children's Centres and Early Years Childcare and Education settings can lay the foundations for encouraging a home learning environment that promotes future learning opportunities. The home environment will also support school transitions and life changes and development throughout the academic pathway.

Our aim is to do more to promote support for and engagement by parents in the early years and through all the stages of schooling. Schools that strive to have good parental engagement, and reach out positively to those that are hard to engage, achieve better attendance, behaviour and motivation for learning. Children who are supported by their parents do better at school. Early Help family work focuses on working with and supporting parents. We recognise that more can always be done within family work to promote parents' involvement in their children's learning and develop more positive behaviour and attitudes towards school.

High quality teaching and school leadership with moral purpose

Leaders in schools that have been successful in raising the attainment of disadvantaged pupils know that there is no one single strategy which leads to success. Rather, successful school leaders, including governors, create a vision and culture, consistently communicated to staff, pupils and parents, in which the highest possible achievement of every learner is a priority and an expectation. Leaders in these schools have a resolute determination that every learner regardless of home background or starting point will succeed and they both enable and hold staff to account to achieve this. They know their schools and the needs of individual learners and use data to analyse trends, set targets and then implement the intervention strategies which will have the most impact on accelerating rates of progress.

The Sutton Trust report 2015 highlights the importance of a designated senior leader and governor who have a clear overview of how funding is being allocated, including Pupil Premium funding, and the difference it is making to the progress of disadvantaged pupils.

Effective use of resources to improve outcomes

Since 2011, the Pupil Premium has added an additional resource to support the work of an inclusive school and to accelerate impact on achievement for disadvantaged learners. It offers the opportunity for leaders to find effective and innovative solutions to meet the needs of individual learners. To do this, leaders need accurate and timely data analysis and tracking systems which identify needs, monitor progress for individual learners and inform target setting for closing the attainment gap.

Effective schools prioritise consistent high quality teaching for all and disadvantaged learners benefit particularly in achieving their full potential when attendance, behaviour and emotional support are seen as integral to academic success. Effective teachers are able to draw on a wide range of evidence based approaches to meet the needs of all learners. This will include varied teaching methods and flexible groupings, development of metacognition skills and appropriately tailored interventions. Evidence from the Sutton Trust and Education Endowment Fund shows that significant improvement in narrowing the gap can be made when schools target funding towards:

Improving feedback between teachers and learners
- Paired teaching
- Flexible small group teaching
- One to one tuition
- The teaching of independent learning strategies
- Peer mentoring and assessment
- Active encouragement of parental involvement in learning
-

The newly formed Wellbeing Outcomes Network will share good practice and collate national evidence for each of the following **themes that have been identified** in Promoting children and young people's emotional health and wellbeing:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWB_draft_20_03_15.pdf

Section Two

Current performance of disadvantaged pupil compared to non-disadvantaged

Good educational outcomes are vital to ensuring future life opportunities and outcomes. Evidence shows us that vulnerable and disadvantaged pupils have greater individual differences in academic performance than the wider population. Whilst there will be individual differences in cognitive abilities and personal attributes, a child's home background and environment, and the family's level of income, have a more powerful impact on life chances. It is the job of the education system to make more of a difference to counteracting the disadvantages some children face. This strategy focuses on key factors which need to work together to mitigate the effect of such disadvantage and narrow educational achievement gaps.

Early Years

FSM GLD Gap - 3 year trend
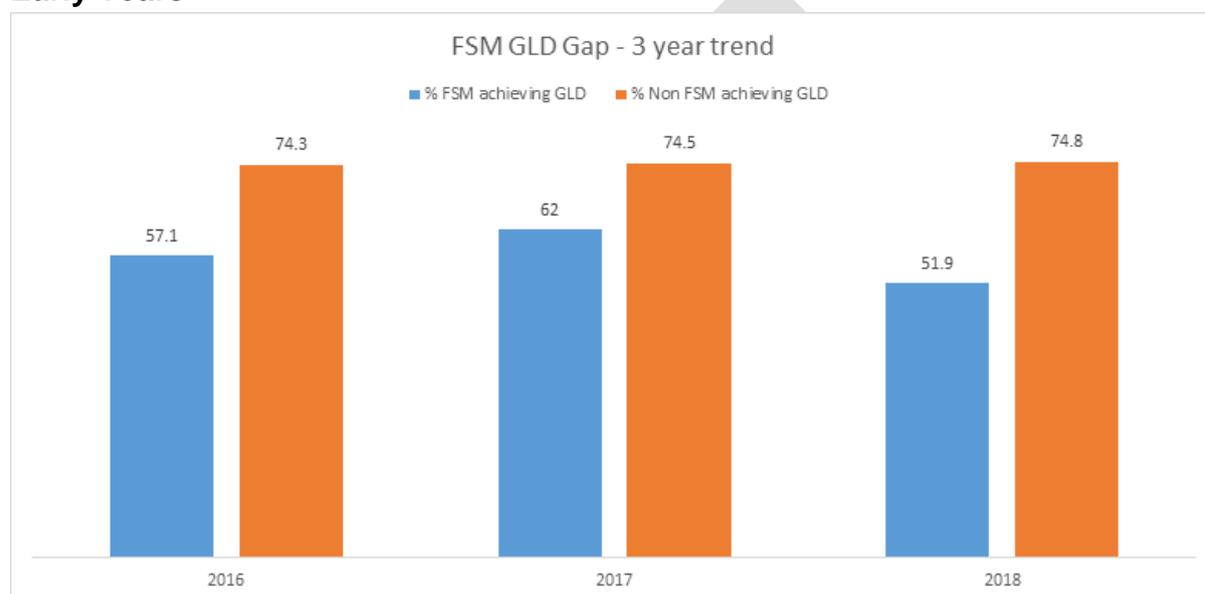
	2016	2017	2018
% FSM achieving GLD	57.1	62	51.9
% Non FSM achieving GLD	74.3	74.5	74.8
Gap	-17.2	-12.5	-22.9

Primary Phase

	EY	phonics	Year 2-ES				KS2 - Percentage ES						
	GLD	Y1	R	W	M	RWM	GPS	R	W	M	RWM	2017	2016
national	72	83	76	70	76	65	77	75	78	75	64	61	53
LA	70	87	73	68	74	63	73	74	75	74	63	59	51

PROGRESS 2018

	Reading	Writing	Maths
National	0	0	0
LA All	0.3	-0.3	0.3

Secondary Phase
2018 GCSE

		% achieving 9-4 in Eng/Math		9-4 EM+3	
National NOT FSM		**67**		**71**	
	Not FSM	FSM		Not FSM	FSM
Torbay	69	39		73	34

Progress

Secondary

	Attainment 8			progress 8	
	non dis	*disad*		non dis	disad
Torbay	*4.7*	*3.5*		-0.15	-0.63

Early Years Vulnerable Children

Current context

The 2018 Early Years Foundation Stage Profile Data has identified, for the first time in the last three years, that the attainment gap has widened between children eligible for FSM and those children who are not. This is an unexpected change in the data and the Early Years and Childcare Advisory Service are committed to ensuring the future success of vulnerable learners. The narrowing of the attainment gap is pivotal within the services 2018/2019 Strategic Plan and will be mirroring and supporting the sole improvement focus identified by the Local Education Board for *'Improving the outcomes for Disadvantaged Children'*

Activities Supporting Vulnerable Learners

Early Years and Childcare Advisory Visits

All Private, Voluntary and Independent Settings within Torbay have received an annual visit, since 2016, focussing on supporting vulnerable children. These visits have ensured that there has been a raised awareness of the need to identify and provide additional support for more vulnerable children and an increase of practitioner confidence.

Free Early Education for Two Year Olds

Currently, approximately 40% of two year olds are eligible for a free early education place with effect from their second birthday. Approximately 400 two year old children are currently accessing their free education place within a setting in Torbay, this is about 70% of children who have been identified via the Department of Works and Pension list provided by the Department of Education. The Early years and Childcare Advisory Service have offered specific support visits to help providers improve outcomes for vulnerable two year olds, with a specific focus on Communication and Language. A Two Year Old Network has also been established to continue to develop practice and support multiagency working. In collaboration with a range of providers the service has also developed an effective audit tool 'I'm Two, I'm ready, Are You' to ensure providers, including school based nurseries are offering high quality two year old provision.

Integrated Reviews for Two year Olds

Since July 2013 The Early Years and Childcare Advisory Service have been working alongside Health to develop the Integrated Review process across Torbay. Its aims are to:

- identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and behaviour
- facilitate appropriate intervention and support for children and their families especially those for whom progress is less than expected
- generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes.

Work has been ongoing throughout this time to ensure that the Integrated Reviews are effective at identifying those children most in need of additional support. This has resulted in a shared pathway which has been communicated to all Early Years Practitioners and Public Health Nursing and opened up communication channels between professionals. The process is continuing to be developed to work towards a fully integrated review for those identified as most in need.

Workforce Development

The Early Years and Childcare Advisory Service ensure that the focus on vulnerable children and narrowing the gap is a specific aim for all Forums, Networks and Training events offered to the Early Years Sector in Torbay. Specifically the following, free to attend, termly forums ensure practitioners are kept up to date on current practice:

- SEND and Vulnerable Children's Forum:
- Designated Safeguarding Forum:
- Support for Children's Centres

Early Years Pupil Premium

The Early Years Pupil Premium provides extra funding, at £300 per year, for eligible three and four year old children whose parents are in receipt of certain benefits or who have been in care or adopted from care.

Early Years settings in Torbay have been supported to use their funding in a wide variety of ways including providing extra staffing, speech and language interventions, additional resources and activities as well as organising targeted training for staff. The impact of the interventions is monitored through individual child and group tracking processes within individual settings and practitioners are encouraged to show how the funding is having a positive effect on individual children's progress and attainment, on narrowing achievement gaps, school readiness and early identification of additional learning needs.

The Early Years and Childcare Advisory Service offer advice, support and training to practitioners to use the Early Years Pupil Premimum resource to ensure that it has the biggest impact. This has resulted in the development of 'Making the most of Early Years Pupil Premium' a guide with practical tips, intervention ideas and evaluation formats and monitoring tools.

Special Educational Needs and Disabilities (SEND)

Torbay's Current Context and Performance

Torbay has a high proportion of children and young people with Statements / Education, Health and Care Plans (EHCP). This equates to 4.4% of the pupil population compared to 2.9% nationally. This figure includes all types of schools including free schools and independent schools (school census 2016 as reported in Local Authority Interactive Tool (LAIT)

The SEND legislation covers the age range 0-25 years. The total number of Torbay pupils with EHC Plans / Statements is 1134 (as of 30/1/17).

Current Provision and Accessibility

Children and young people in Torbay may attend mainstream early years settings, schools or colleges or specialist provision such as mainstream schools with enhanced resource provision or special schools.

Information about provision for learners is published on the Torbay Local Offer.

All schools publish their SEN Information Report which will detail the support they provide. Information about Resource Provision in mainstream schools and special schools is on the Local Offer.

In addition to mainstream provision the LA has developed a number of enhanced resource provisions that are delivered by mainstream providers. These include the following:-

- Preston Primary School (Autistic Spectrum Condition)
- Barton Academy (Speech & Language Therapy)
- St Margaret's Academy (Hearing Impairment)
- The Spires College (Hearing Impairment)
- Brixham College (Autistic Spectrum Condition)

Torbay also has a strong network of special schools that meet the needs of pupils that cannot be accommodated in mainstream provision. These include:-

- Combe Pafford School
- Mayfield School (including Chestnut Centre)
- Torbay School

For some pupils their needs are also met outside of the local area through alternative and bespoke provisions.

Currently 43% of the local area pupils with Statements / EHCPs attend a special school or an independent provision.

To ensure appropriate pathways exist for students aged 16 -25 the local authority continues to work with and grow the following providers

- Combe Pafford School
- Mayfield School
- South Devon College
- Independent specialist provisions.

The LA also commissions Careers South West to ensure young people remain in education, employment or training through targeted work and planning.

Performance of learners with special educational needs

Current educational attainment for pupils with special educational needs is variable compared to both national and statistical comparisons.

Within the Early Years, children in receipt of SEN support achieve an equivalent level of good development compared to the same national group. Currently 26% of pupils with SEN support achieve a Good Level of Development (GLD). For children with a statement/EHCP Torbay is slightly below the national trend. Currently 3% of Torbay EHCP children achieve a good level of development compared with 4% nationally.

For pupils with a statement /EHC plan the outcomes at Key Stage 2 are different. 9% of Torbay pupils with a statement/EHC plan achieved the expected standard for a combined level in reading, writing and maths. This compares favourably to the 7% nationally and is in line with the LA statistical neighbours. For this indicator Torbay is ranked as the 27th performing LA out of the 152 local authorities.

The outcomes at Key Stage 4 are not maintained within the Local Area. At the end of Key Stage 4 in 2015 3.8% of pupils with a statement/EHC plan achieved 5 good GCSE grades including English and Maths compared to 8.8% nationally and 6.8% in statistical neighbours. Torbay ranked 130th out of the 152 local authorities. Work is underway to develop a process for measuring the % of young people with SEND who move into paid employment following post 16 education, starting from September 17. As a local area we will focus on raising aspirations and realising a sustained rise in the % of young people moving into meaningful employment.

Our approach to work with children, young people and their families

Torbay recognises that children, young people and their parent's value support. The local area has arrangements in place for information, advice and support from an

easily accessible service. Torbay has taken the decision to externally source a provider to deliver this advice, ensuring it is confidential, impartial and independent information. Special Educational Need and Disabilities, Information, Advice and Support Service (SENDIASS) dealt with 204 independent support queries and 111 information and advice queries in 2016. The work of the service is highly regarded and valued by young people, parents and professionals.

Personalisation is at the heart of the practice that is being developed within Torbay. For the local area this means putting children, young people and their families at the centre of the Education, Health and Care (EHC) process. The local area takes action in a number of ways to achieve personalisation this includes:

- Person-centred approaches where children with special educational needs or a disability are put at the centre of decision making, enabling them to express their views, wishes and feelings;
- Personalising the support which families receive through education, health and social care services working in partnership to arrange seamless care and support for them;
- Funding mechanisms, which enable enhanced flexibility, choice and control for young people and their families through the use of direct payments and personal education and health budgets.

Challenges

The challenges facing the local area in the delivery of meeting special educational needs are complex and cannot be underestimated for the numerous leaders working at both a local, regional and national level.
The critical challenges to overcome are:-

National School Funding Reform

To overcome this challenge we will:-
- Share intelligence with schools, systems leaders, partners within the local area to ensure that the challenge is understood.
- Contribute to the current and future consultation processes and make representation to Ofsted and the Regional Schools Commissioner.
- Use the Department for Education Grant to review higher needs spending and implement a specific action plan to address recommendations.
- Facilitate an equivalent body to School Forum.
- Review and apply the thresholds used to allocate higher needs funding.

Sufficiency of Placements

To overcome this challenge we will:-
- Complete an accurate assessment of the provision within the local area.
- Publish a needs assessment and share widely with key stakeholders to bring about market interest.
- Identify sites and existing assets to plan for growth and new provision
- Maintain and utilise relationships with cross border Officers, Multi Academy Trusts, Regional Schools Commissioner office, Department for Education and Education Funding Agency.

Maintaining Inclusive Practice

To overcome these challenges we will:-

- Use the findings of the Special Educational Need Quality Audits completed in 2016 -2017 to drive forward key change with senior leaders and SENCO's
- Continue to maximise the SEND network to include Headteachers/ Governors
- Follow up on parental and professional concerns in relation to concerns raised about individual schools, using where appropriate local data.
- Devise a protocol for with Regional Schools Commissioner to inform schools of the actions that will be taken, when and by whom.

Vulnerable Pupils service

Defining Vulnerability within the vulnerable pupils service

As identified at the beginning of this strategy, The Children's Commissioner has identified a wide range of 'Vulnerabilities' that place children at risk of disadvantage. However, there needs to be an understanding for those students supported by the Vulnerable Pupils service. This definition will be limited but sets out what the service is able to directly offer and allow further work to address the situation for pupils outside the current provision.

Vulnerable Pupils Service Definition

It is not appropriate for the service to use the wide-ranging definitions set out by the Children's Commissioner. The service will use the definition that Vulnerable Pupils are at risk of exclusion from education for the following reasons;

1. Poor Attendance – Through the failure of adults to secure consistently good attendance in an appropriate setting.
2. Missing Education – Formally recorded as CME.
3. Fixed Term Exclusion – Beyond a single episode.
4. Permanent Exclusion
5. Diagnosed Medical Need – Below that which meets the threshold for an EHCP.
6. A Lack of Reintegration – Into mainstream education, 16+ transition or specialist setting.
7. Undiagnosed Need – Except that which is already subject to a Request for Statutory Assessment or EHCP.
8. Unregistered Provision – Whether sourced by the LA or another body.
9. Unsuitable Elective Home Education – Either through a lack of capacity in the supporting adults or a lack of clarity about the purpose of this education.

Our approach

Using this definition, the service will offer the following support from existing elements:

1. **Attendance Element (AIO)**
2. **Elective Home Education (EHE)**
3. **Medical Tuition Service (MTS)**
4. **Part Time Timetables (PTT)**

Existing Settings and Services to Support Vulnerable Pupils

It is important to recognise that the clear majority of Vulnerable Pupils will, and should, have their needs met in mainstream settings as part of their universal offer. Alternative and Specialist settings should be regarded as appropriate for specific students with specific need. Failure to do so can adversely affect wellbeing.[i]

Torbay is well provided for with settings that address a wide range of need using a variety of approaches and venues. This should be celebrated as it gives a firm baseline from which the Head of Service can develop and coherent provision.

Commissioned and Local Authority Services

There are three main settings commissioned by the Authority to provide for Vulnerable Students.

1. **Catch-22 Burton Academy.**

   This is the Alternative Provision (AP) setting for KS3 and 4.

2. **Mayfield Chestnut Service.**

   This is the AP setting for KS1 and 2. It is comprised of three elements:
   - Main School – An AP and SEMH setting that fills the role of AP and that of special school
   - An Outreach Service – Supporting specific children in their mainstream schools for a set term.
   - An Intensive Outreach Service – Supporting Schools facing a high level of need by providing training, modelling and advice to provide for children in their mainstream settings.

3. **Medical Tuition Service.**

   It is a secondary provision and is supported by a Home Tuition element for primary phase and secondary students unable to access the centre.

Ad hoc and Bespoke Services

The services currently being accessed by the Education Service include: (All figures as at March 2018)
- **YMCA** – for students who are perceived to be a 'poor fit' for existing commissioned services. Students often display need that would indicate a specialist setting but with behaviours that would indicate an AP setting. – 6 students
- **Play Torbay** – working predominantly with families and with 52-week provision. Partners in an Innovation in Alternative Provision bid.[ii] – 0 students
- **Apricot** – Used by Social Care and being piloted by Education – 1 student
- **On-Track** – Alternative provision for 0-19. – 5 students
- **Eat That Frog** – Predominantly working with 16+ students with EHCPs. Numbers vary – 1 student
- **Riviera Tuition** – 'In the home' tuition service used to support students unable to access any setting, often for medical reasons. – 14 students
- **Adelong Outdoor Education** – Therapeutic provision – 6 students.
- **South Devon College**

In addition to the services above South Devon College offers a range of services that could be commissioned where appropriate. Given the nature of the funding for these services commissioning would give consistency of provision. The provision consists of:

1. **The IF Program**
   A reintegration program that runs for a limited period with the aim of returning the student to their main registration school.

2. **South Devon High School**
   A 75 PAN school for KS4 students that seeks to provide a vocationally based alternative to the mainstream settings in Torbay. It is selective based on aptitude and is targeted at 'middle learners'. It is expressly not an Alternative Provision setting.

3. **Indirect Placement**
   There remains the capacity for schools to place students on courses to support their aspirations outside the school's curriculum.

4. **Elective Home Education (EHE) Course**
   A 450-hour course intended to support EHE students. This course is not intended to cover short periods of EHE as outcomes will be limited and there will be disruption to the progress of existing students on the course.

Children who are not, or may not be, in education, employment or training (NEET)

Who are these children?

There is no one group of children and young people who can clearly be described as being at risk of becoming NEET. In 2016/17 397 young adults were, at some time in the year, NEET but never more than 203 at any one time. This equates to 8.5% of the cohort across the year and approximately 4.1% at any one point. The cohort spent 49.3% of the year NEET on average.
14.4% (58) of all NEET students were not identified as having any vulnerabilities until the point of becoming NEET.

The impact of NEET on young people

National tracking and review of the NEET cohort shows the following impacts on young people:

- Lower life expectancy – even when accounting for other vulnerabilities
- Higher incidence of family breakdown
- Limited realisation of aspirations
- Poorly paid employment
- Greater involvement in crime
- Increased substance misuse

4 Key Strategies to reduce the incidence of NEET

- Schools and other settings must accurately track all students to support aspirations and identify those at risk.
- Personalised guidance and support must be available to all.

- There must be a broad range of courses and programmes at Key Stage 4 and 16+
- Students, Parents and the Community must be engaged in planning the above.

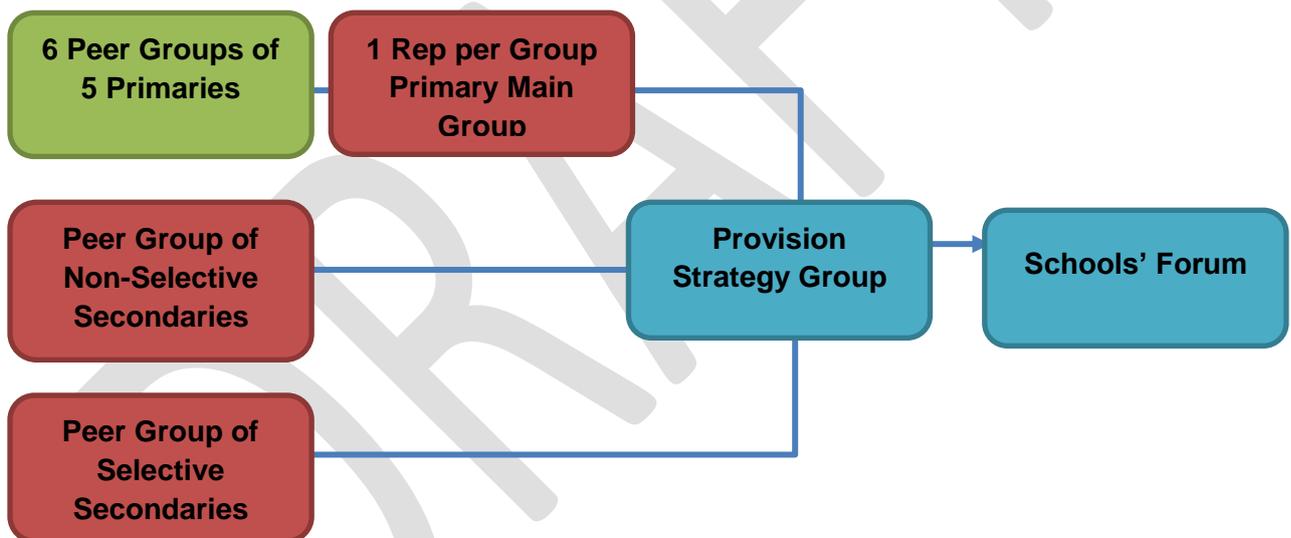## What is Torbay doing to support NEET young people?

Torbay works with peninsular partners to commission Careers South West to fulfil their statutory duty to young people at risk, specifically:

1. Children and Young People with Education and Health Care Plans
2. Looked After Children
3. Teen Parents
4. Those identified through 'Troubled Families'
5. Children and Young People known to the Youth Offending Service.

Support to Reduce Exclusions

Peer Challenge and Support

Under the leadership of the Schools' Forum and supported by the Heads of Service for the LA; schools form peer challenge and support groups as per the following structure:

```
6 Peer Groups of        1 Rep per Group
5 Primaries             Primary Main
                        Group
                                              Provision              Schools' Forum
Peer Group of                                 Strategy Group
Non-Selective
Secondaries

Peer Group of
Selective
Secondaries
```

Each group should meet termly to discuss students at risk of exclusion, best practice and the associated provision needs. They should then feed into a Provision Strategy Group that agrees priorities and suggests actions for the Schools' Forum.

Children Looked After

Context

In Torbay the Virtual School (VS) strives to ensure that all Children Looked After (CLA) are given every opportunity for equality of outcome rather than merely equality of opportunity.

The Virtual School (VS) has strong partnerships with the schools in Torbay and works both collaboratively and holistically to ensure that improving outcomes for Children Looked After is given the highest priority by our schools.

Each Child Looked After has a Personal Education Plan each term and it is through this planning process that Pupil Premium Plus (PP+) interventions are agreed. This ensures the VS is monitoring on a termly basis the planning for the child and ensures that PP+ is spent on the right interventions and any concerns can be addressed in a timely manner.

The VS consists of a Headteacher (0.6FTE); 3 specialist teachers one for the primary age range and a maths secondary and English secondary; an Inclusion Officer; a PEP Co-ordinator; and a 0.5 FTE Admin Officer. The Virtual School also has a Governing Body whose members include a HT rep for Primary and Secondary schools in Torbay; the lead officer at the local FE College; a Foster Carer; LA Officers; and community governors who are also governors in a school in Torbay. Its job is to support and challenge the school just as any other governing body does.

The Virtual School and its Governing Body uses educational research to give greater depth of knowledge to the impact of education on better life chances for our young people and what factors influence better outcomes during the child's journey in care.

The Educational Progress of Children Looked After in England: Linking Care and Educational Data – this was a research project undertaken by the University of Bristol and the Rees Centre, Department of Education and the University of Oxford. It was the first major study in England to explore the relationship between educational outcomes, young people's care histories and individual characteristics. The main analysis concentrated on the progress at secondary school (KS2 – 4) of young people who had been in care for over a year at the end of KS4.

The research's key findings show the following may contribute to the educational progress of young people in care:
- **Time in care.** Young people who have been in longer-term care do better than those 'in need' (CIN) and better than those who have only been in short term care – so it appears that care may protect them educationally.
- **Placement changes.** Each additional change of care placement after age 11 is associated with one-third of a grade less at GCSE.
- **School grades**. Young people in care who changed school in Y10 or 11 scored over five grades less than those who did not.
- **School absence.** For every 5% of possible school sessions missed due to unauthorised school absences, young people in care scored over two grades less at GCSE.
- **School exclusions.** For every additional day of school missed due to a fixed term exclusion, young people in care scored one-sixth of a grade less at GCSE.

Placement type. Young people living in residential or another form of care at age 16 scored

- over six grades less than those who were in kinship or foster care.
- **School type**. Young people who were in special schools at age 16 scored over 14 grades lower in their GCSEs compared to those with the same characteristics who were in mainstream schools. Those in Pupil Referral Units with the same characteristics scored almost 14 grades lower.
- **Educational support**. Young people report that teachers provide the most significant educational support for them but teachers suggest that they need more training to do this effectively.

The research identifies that every professional has to play their part in ensuring that the right conditions are in place to enable the young person to achieve their educational potential. The Virtual School Governing Body first requested a report be prepared back in 2016 on the educational outcomes at the end of that school year in relation to the risk factors above. They were very clear with professionals that they would hold them to account just as the Corporate Parenting Board would when considering these risk factors.

The Virtual School (VS) has also identified that emotional well-being and resilience are also key factors which influence the child's development, progress and educational achievement. Consequently the VS has commissioned work on attachment and trauma informed practice. This work commenced in 2014 and has seen at least one member of staff from every school take part in some form of training. Indeed over half of our schools now have a least two members of staff trained in the 7 day Attachment in Schools course designed by Louise Bomber. The three specialist teachers and the Inclusion Officer are also trained and the Inclusion Officer is our lead worker for attachment. This work now sees the Virtual School train staff in schools as well as Foster Carers and other professionals within the children in care arena.

The Virtual School (VS) also undertakes work such as the Y6 Transition Project called Get Gritty. This is a series of days following completion of SATS which uses the medium of the outdoors in order to give the children experiences which they find difficult but then gives them the tools/skills to face the difficulty and then progress through it. This is particularly pertinent for our children when they move from their primary school to a much larger secondary school. This has been a particularly successful project and the VS is now looking how they could extend this to an older age group.

Other areas of work include 1:1 interventions in particular subject areas; mindfulness training for educational professionals, foster carers and young people; a Virtual School choir.

Key to the success of all our work is the relationship built with the young person. The power of relationship must not been under estimated and is key to enabling the child to achieve their educational potential.

2.OUTCOMES 2018						
Performance indicator	T R E N D	2018 TORBAY children in care % *	2017 National children in care %	2017 TORBAY all pupils %	2017 National all pupils %	RAG Based Torbay CLA v national CLA
EYFS % reached GLD	↓	50% (2)		71.7%	70.7%	A
KS1 % Reached at least expected standard - Reading	↓	50% (1)	52%	74%	76%	A
KS1 % Reached at least expected standard - Writing	↑	50% (1)	41%	68%	68%	G
KS1 % Reached at least expected standard - Maths	↑	50% (1)	48%	75%	75%	G
KS1 % Reached at least expected standard – Reading, writing and maths	↑	50% (1)	36%	Not available	Not available	G
KS2 % Reached at least expected standard - Reading	↓	35.3% (6)	45%	72%	71%	A
KS2 % Reached at least expected standard - Writing	↓	23.5% (4)	48%	75%	76%	A
KS2 % Reached at least expected standard - SPAG	↓	29.4% (5)	50%	76%	77%	A
KS2 % Reached at least expected standard - Maths	↓	23.5% (4)	46%	55%	75%	A
KS2 % Reached at least expected standard - Reading, Writing and maths	↓	17.6% (3)	32%	59%	61%	A
KS4 % 5+ GCSEs at grades A*-C including English (Grade 4+) and Maths (Grade 4+)	↑	33.3% (7)	15%	Not available	Not available	G

Performance indicator	T R E N D	2018 TORBAY children in care % *	2017 National children in care %	2017 TORBAY all pupils %	2017 National all pupils %	RAG Based Torbay CLA v national CLA
KS4 % 5+ GCSEs at grades A*-C	↑	33.3% (7)	Not available	Not available	Not available	-
KS4 % gaining a strong pass in both English and maths at Grade 5+	↑	33.3% (7)	7%	48.7%	39.1%	G
KS4 % gaining a Grade 5+ in English	↑	33.3% (7)	16%	62.6%	Not available	G
KS4 % gaining at least a Grade 4 in English	↑	42.8% (9)	Not available	Not available	Not available	-
KS4 % gaining a Grade 5+ in maths	↑	33.3% (7)	11%	53.4%	Not available	G
KS4 % gaining at least a Grade 4 in maths	↑	38.1% (8)	Not available	Not available	Not available	-
KS4 Attainment 8 score	↑	26.25	18.9	47.9	44.2%	G
KS4 Progress 8 score		-1.106	-1.19%	-0.03	Not applicable	
Y1 – Y11 % attendance 2017-18	↓	95%	96.1%(2016)	96% (2016)	Not yet available	A
% receiving at least one fixed term exclusion	↑	14%	10.42%(2016)	5.05% (2016)	Not yet available	A
% receiving a permanent exclusion	↔	0	0.14%(2016)	0.13% (2016)	Not yet available	G
KS5 number following and completing a L3 qualification		2	Not available	Not available		-
Total of 18-24 year old care leavers participating in Higher Education	↑	9.1%	7% (2016)	-		A

PRIORITY ONE – Participation
- Local area partners will actively promote and communicate the local need to elected members, local education providers and external bodies.
- There will be dedicated space on the Torbay Healthy Learning Website for schools.
- The LA will facilitate a steering group and Wellbeing Outcomes Network that will champion the vulnerable pupil and include Local area partners

PRIORITY TWO – Ensuring the needs of vulnerable pupils are met
- The LA have developed a comprehensive Special Education Needs and Disability Strategy.
- Local area partners will undertake a needs assessment of alternative provision and ensure the generation of sufficient alternative placements.
- The LA will gather intelligence on the number of children receiving part time packages, fixed term exclusions and permanent exclusions. We will both challenge and support schools to ensure that pupils are re-integrated and their school place retained.
- Local area partners will develop our local policies and protocols to ensure children are safeguarded in education.
- The LA will work closely with the Virtual school to enhance the outcomes of Children Looked After and hold ourselves and schools to account for the money received through pupil premium plus.

PRIORITY THREE – Parental Influence and Involvement
- Local area partners will create specific guidance and advice for parents to enable them to raise concerns and have their questions answered.
- Local area partners will develop an Advocacy Service that will include parents, carers and families
- Local area partners will develop our approach to co-production of key strategies and decision making.

PRIORITY FOUR – Performance and monitoring
- The LA will implement a performance and monitoring system that is shared with schools and used by school leaders at the Local Education Board.
- Local area partners will develop system leadership and collaborative capacity, engaging with regional partners, local leaders and accountable bodies to share local priorities and gaps.

What will success look like by 2020?
To ensure all vulnerable learners meet their full potential, working in close partnership with schools and Early Years settings, we aim to achieve the following by 2020:
- The FSM achievement gap in the EYFS will reduce to 12% 2020.
- The FSM achievement gaps at Key Stages 2 and 4 will be less than the national gap figures for pupils from low income backgrounds.
- In Key Stage 2 the gap for FSM for Reading, writing and Maths combined will be in line with national by 2020.
- In Key Stage 4 the FSM gap for progress 8 will reduce to 0 by 2020.
- The achievement gaps for Children in Care at Key Stage 2 and Key Stage 4 will show an upward trend in 2020.

- The achievement gaps for SEN at Key Stage 2 and GCSE within mainstream schools will reduce respectively by 10% by 2020
- We will have no schools in an Ofsted category of concern year by year, so that by 2020 no schools will be in this category, and no vulnerable child will be in a failing school.
- By 2020, pupils with EHC plans will be making good progress in line with national and achieve outcomes in line with national benchmarks.
- The % of NEETs coming from vulnerable groups will reduce to 30% by 2020.
- The attendance of children and young people will improve by supporting the reduction of persistent absence in Primary and in Secondary schools by 2020.
- By 2020, 10% fewer pupils will be persistently absent
- There will be 10% fewer pupils permanently excluded from schools by 2020.
- By 2020, all young people attending a PRU will have a positive learning or training destination at ages 16 and 17
- By 2020, all Children Missing Education will be identified, tracked and monitored, and all new children referred will be offered suitable education provision within 30 days

In Conclusion

Torbay Council and all education providers are committed to our role as champions for vulnerable children and young people and to discharging our statutory responsibilities to the highest standard. We are proud of the strong education system across the area and will be energetic in the delivery of our strategy and rigorous in our actions.

We look forward to an exciting future, secure in the knowledge that the Council and all education settings have at their heart, strong shared values and a commitment to ensuring that our vulnerable learners' life chances are the very best possible